

**THE EFFECT OF USING READING GUIDES STRATEGY TOWARD
READING COMPREHENSION AT THE SECOND
YEAR STUDENTS OF SMP N 1 BENAI OF
BENAI DISTRICT THE REGENCY
OF KUANTAN SINGINGI**

Thesis

Submitted of Fulfill One of Requirements
for Undergraduate Degree in English Education
(S.Pd.)



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PEKANBARU
1433 H/2012 M**

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ABSTRACT

Tari Mercelina (2012): “ The Effect of Using reading Guides Strategy toward Reading Comprehension at the Second Year Students of SMP N 1 Benai of Benai District the Regency of Kuantan Singingi.”

The main focus of the research is to find out whether there is significant difference between students' reading comprehension taught by using reading guides strategy and students' reading comprehension taught by using conventional strategy. In the research, the type of the research was quasi-experimental research. The writer used nonrandomized control group pretest-posttest design. The writer used two classes as sample consist of 46 students. The first class was as experimental and the second was as control. Experimental class taught by using reading guides strategy and control class taught by using conventional strategy. The technique of data collecting was test. Test was used in order to collect the data of students' reading comprehension at the second year of SMP N 1 Benai. The technique of data analysis used T-test formula in order to find out the difference of students' mean score between experimental class and control class by using SPSS 16 version. The students' score was compared with T-table which considered with degree of freedom (df).

Based on the data analysis, the writer found that there is significant difference between students' reading comprehension taught by using reading guides strategy and students' reading comprehension taught by using conventional strategy with consideration $t_o = 4.547$ is higher than T-table either in significant 5% = 2.00 or in significant 1 % = 2.65. It means that H_a is accepted and H_o is rejected. So, it can be concluded that there is significant difference of using reading guides strategy toward reading comprehension at the second year students of SMP N 1 Benai. In other words, there is a significant effect of using reading guides strategy toward reading comprehension at the second year students of SMP N 1 Benai.

ABSTRAK

Tari Mercelina (2012):“Dampak dari Penggunaan Strategi Reading Guides terhadap Pemahaman Membaca Siswa pada Kelas Dua SMP N 1 Benai Kecamatan Benai Kabupaten Kuantan Singingi ”

Tujuan utama dari penelitian ini adalah untuk mencari apakah ada perbedaan yang signifikan antara pemahaman membaca siswa yang diajarkan dengan memakai strategi reading guides dengan pemahaman membaca siswa yang diajarkan dengan memakai strategi biasa. Pada penelitian ini, jenis penelitian yang digunakan adalah penelitian quasi-eksperimental. Penulis mengambil nonrandomized control group pretest-posttest design. Penulis menggunakan dua kelas sebagai sampel yang terdiri dari 46 siswa. Kelas pertama sebagai experimental dan kelas kedua sebagai control. Kelas eksperimen diajar dengan menggunakan strategi reading guides dan kelas control diajar dengan menggunakan strategi biasa. Teknik pengumpulan data adalah test. Test digunakan untuk mengumpulkan data tentang pemahaman membaca siswa. Teknik analisa data menggunakan rumus T-test dalam rangka untuk mengetahui perbedaan nilai rata-rata antara kelas experiment dan kelas kontrol dengan menggunakan SPSS versi 16. Nilai yang diperoleh dibandingkan dengan T-table dengan mempertimbangkan degree of freedom (df).

Berdasarkan analisa data, penulis mendapatkan bahwa ada perbedaan yang signifikan antara pemahaman membaca siswa yang diajarkan dengan memakai strategi Synthesizing dengan pemahaman membaca siswa yang diajarkan dengan memakai strategy biasa dengan mempertimbangkan $t_o = 4.547$ lebih besar dari pada t tabel baik pada taraf 5% = 2.00 maupun pada taraf 1% = 2.65. Hal ini berarti bahwa H_a diterima dan H_o ditolak. Jadi, dapat disimpulkan bahwa ada perbedaan yang signifikan atas penggunaan strategi reading guides terhadap pemahaman membaca siswa di kelas dua SMP N 1 Benai. Dengan kata lain, ada dampak yang signifikan dari penggunaan strategi reading guides terhadap pemahaman membaca siswa pada kelas dua SMP N 1 Benai.

نينا خيرباني (2012): أثر استخدام خطة الاصطناع إلى فهم الطلاب في القراءة لطلبة الصف الثاني
بالمدرسة الوسطى العالية ل ك م د كانديس بمركز كانديس منطقة سيك
سري إندرا فوراً.

رأت الباحثة بناء على دراستها بالمدرسة الوسطى العالية ل ك م د كانديس بمركز كانديس أن الطلاب
يلاقون المشكلات في دراسة اللغة الإنجليزية منها أن بعضهم لا يعرفون القراءة مع فهم معانيها، يحتاجون الكتب
لإجابة الأسئلة في الامتحان ولا يدرون عملية القراءة و منهم ينالون النتائج المنخفضة في الواجبات عن فهم
القراءة. ثم لانخفاض هذه المشكلات قدمت الباحثة خطة الاصطناع.

الهدف الأساسي لهذا البحث لمعرفة سواء هناك فرق هام بين فهم الطلاب في القراءة الذين يدرسون بخطة
الاصطناع و فهم الطلاب الذين يدرسون بخطة عادية. يعرض هذا البحث شبه التجربة. ثم أخذت الباحثة غير
عشوائية فريق الضبط من الاختبار البعدي و الاختبار القبلي. استخدمت الباحثة فصلين اثنين وفيهما نحو 60
طالباً. يقال الفصل الأول فصل تجريبي و يقال الفصل الثاني فصل الضبط. يدر الطلاب في الفصل التجريبي بخطة
الاصطناع و يدرس الطلاب في فصل الضبط بخطة عادية.

تجمع البيانات بالاختبار. يستخدم الاختبار لجمع البيانات عن فهم الطلاب في القراءة. تحلل البيانات في
هذا البحث بصيغة ت-الاختبار لمعرفة مستوى الفرق بين النتائج في الفصل التجريبي و فصل الضبط باستخدام
البرنامج الحاسوبي س ف س س الإصدار السادس عشر. ثم تميز النتائج مع ت-الجدول مع مستوى حري.

كشفت الباحثة بناء على تحليل البيانات أن هناك فرقاً هاماً بين فهم الطلاب الذين يدرسون بخطة
الاصطناع و الطلاب الذين يدرسون بخطة عادية مع التمييز $t_{0.05} = 8.354$ أكبر في ت الجدول في مستوى
الدلالة 5 في المائة = 2.00 أو 1 في المائة = 2.65 لذلك قبلت الفرضية البديلة و رفضت الفرضية الصفرية.

ومع ذلك، يوجد هناك فرق هام من استخدام خطة الاصطناع إلى فهم الطلاب في القراءة لطلبة الصف
الثاني بالمدرسة الوسطى العالية ل ك م د كانديس وقد يوجد هناك أثر هام من استخدام خطة الاصطناع إلى فهم
الطلاب في القراءة لطلبة الصف الثاني بالمدرسة الوسطى العالية ل ك م د كانديس.

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CHAPTER I

INTRODUCTION

A. The Background

Reading is one of the subjects of English. It is one of the main language skills that must be learned and developed by students. It is a basic tool of education in every day. It is an activity with a purpose. It can help to get information. According to Bamford and Day say that the function of reading is to get information such as in newspapers, books, magazines etc.¹ Reading is a process of grasping the meaning of the words or the writer's idea about the topic. Furthermore, grasping here means comprehending. Comprehension or the ability to find the meaning of what has been is dominant goal reading. Grellet defines "reading comprehension involves understanding of words, seeing the relationship among words and concepts, organizing the ideas, recognizing the author's purpose, making judgment in evaluation."²

The aim of teaching reading is not to make the students able to read the English texts effectively and efficiency. They do not only have to understand the structure of the text explicitly but also comprehend the meaning of text implicitly. Study of English in the school is not far from the genre of the text. The aim of teaching reading is to make the students able to read the English text and respond the meaning in monologue text or essay accurately, fluently,

¹Julian Bamford and Richard R. Day, *Extensive Reading Activities for Teaching Language*. (United State of America: Cambridge University Press, 2004) p.2

²Grellet, *Developing English Skill*(Cambridge: Cambridge university press, 1986) p.5

and contextually in the form of the text such as spoof, narrative, and hortatory exposition.³ Reading comprehension is important skill that must be learned and developed by students. It is not easy process. It needs long time to develop and improve their reading comprehension. . To find the information which is in the text, the students need comprehension about the text that they read. Reading Comprehension is the process of using one's own prior knowledge and the writer's cues to infer the author's intended meaning.⁴ Reading comprehension is not only a process of knowing the meaning of the words semantically, but also a process of catching the idea of the text whether it is stated or not.

In school based curriculum (KTSP) in order to reach the purposes of teaching English. In the classroom, the implemented approach was comprehension Question-Based, which the teacher focused on translating and answering comprehension questions. As the result, the students reading achievement at the second year of SMP N 1 Benai had not been satisfactory yet. It was because, in comprehension Question-Based classes, the teacher instructed the students to read aloud and translate the text. It had become unavoidable that students could use the dictionary if the found unfamiliar items of vocabulary. So, the students read very slowly and carefully. Then, the teacher asked the students to read aloud their translation. After that, the teacher corrected the students' translation. The last activity, the students had to answer comprehension question based on the text they have read and translated before and then followed by discussing the answers.

³ *Syllabus of SMPN 1 Benai 2009/010*. Unpublished.p.24

⁴ Judith Westohal Irwin. *Teaching Reading Comprehension Process*, New Jersey: Prentice-Hall, inc., Englewood Cliffs. 1986, p.7

When conducting the activities above, some students were bored in learning reading text. They were not interest, so that they did not pay attention to the teacher explanation. The activities provided a chance to some students to cheat their classmates' translation. In order words, the teaching and learning process was worst.

The consequence of Comprehension Question-Based way to foreign language reading instruction that is some students do not actually able to comprehend the text. They only focused on unfamiliar items of vocabulary. They felt lazy to tread the text because they found it hard to identify the ideas from the text. They took a long time for reading and do not have a good understanding of what they read. Moreover, their learning outcome was less satisfactory. Many of them do not reach the minimum completeness criteria (KKM)

Based on preliminary research in SMPN 1 Benai Kuantan Singingi Regency, the teacher uses conventional technique. The teacher has taught reading in the types of genre available in students' textbook. Through the types of genre in their text book, the students will recognize and understand about kinds of text. Besides, the teacher reads a text and then teacher gives students some questions for their answer base on the paragraph. In the end of the class, the students will submit their tasks. Based on the description above, ideally students in SMP N 1 Benai should be able to comprehend reading texts. But, in fact the teacher found many students having difficulties in reading comprehension.

Based on the teachers' experiences above, the problems that are faced by those students can be declared in the following phenomena as follows:

- a. Some of the students do not find the main idea in the paragraph.
- b. Some of the students are not able to find the meaning of unfamiliar words in reading text.
- c. Some of the students are not able to understand the topic well.
- d. Some of the students are not able to get information from the text.
- e. Some of the students do not obtain specific information from the reading textbook.

To improve the students' reading comprehension needs an appropriate strategy, technique, and method helping them as solution for their problems. There is actually a strategy that can help students in reading comprehension, called Reading Guides. Reading guides are teacher developed devices for helping students understand instructional reading material.⁵

Based on the explanation and the problem above, the writer is interested in conducting a research entitled "***The Effect of Using Reading Guides Strategy toward Reading Comprehension at the Second Year Students of SMP N 1 Benai of Benai District the Regency of Kuantan Singingi***"

⁵Michael F. Graves. *Teaching Reading the 21 ST Century*. (USA :A Person Education Company 2001) p. 290

B. The Definition of the Terms

1. Effect

Effect is that which is produced by an agent or cause; the event which follows immediately from an antecedent, called the cause; result; consequence; outcome; fruit; as, the effect of luxury.⁶ It means that effect an activity that can change by something. In this research, effect is defined as the result of teaching reading treated with reading guides strategy.

2. Reading GuidesStrategy

Reading Guides is a strategy that supports students to discover the meaning of a text for themselves. The amount of guidance given by you, the teacher, varies according to the ability and confidence of the students. In *This research* students with similar reading abilities or students who need to acquire similar skills to be successful readers are grouped together. Groups can also consist of students with common interests or experiences. The groups are flexible and are kept small to encourage interaction among the students and to allow you to observe individual reading behavior.⁷

3. Reading Comprehension

Reading Comprehension is the process of using one's own prior knowledge and the writer's cues to infer the author's intended meaning.⁸

Reading comprehension in this research is ability of comprehending a text by the second year student of SMP N 1 Benai.

⁶[http:// www. Journal by Brainy Quote 2001-2011](http://www.Journal by Brainy Quote 2001-2011)

⁷Fountas, I.C. &Pinnell, G.S. *Guiding Readers and Writers Grades*. Portsmouth, NH: Heinemann. 2001, p.3

⁸JuditWestohal Irwin. *Teaching Reading Comprehension Process*, New Jersey: Prentice-Hall, inc., Englewood Cliffs. 1986, p.7

C. The Problems

1. The Identification of the Problems

Based on the background above, it is clear that some of the students of SMP N 1 Benai have some difficulties in reading comprehension. The problems can be from the students and the study about reading comprehension them self. So the writer identifies the problems, as in the following questions:

- a. What makes some of the students cannot find the mind idea in the paragraph?
- b. Why are some of the students not able to find the meaning of unfamiliar words in reading text?
- c. Why are some of the students not able to understand the topic well?
- d. Why are some of the students not able to get information from the text?
- e. Why do some of the students not obtain specific information from the reading textbook?
- f. How can effect of using reading guides strategy toward reading comprehension?

2. The Limitation of the Problem

Because of limited time, energy, and fund, it is necessary for the writer to limit the problem. The researcher focuses this research on the effect of using reading guides strategy toward reading comprehension at the second year students of SMP N 1 Benai. In order to avoid

misunderstanding in this research, the text used by the researcher is recount text.

3. The Formulation of the Problem

The problem of this research can be formulated in these following questions:

1. How is students' reading comprehension taught by using reading guides strategy?
2. How is students' reading comprehension taught by using conventional strategy?
3. Is there any significant difference between students' reading comprehension taught by using reading guides strategy and students' reading comprehension taught by using conventional strategy?

D. The Objectives and the Significance of the Research

1. The Objectives of the Research

- a. To find out students' reading comprehension taught by using reading guides strategy.
- b. To find out students' reading comprehension taught by using conventional strategy.
- c. To find out there is any significant difference between students' reading comprehension taught by using reading guides strategy and students' reading comprehension taught by using conventional strategy.

2. The Significance of the Research

- a. To give information about the students' reading comprehension after being taught by using reading guides strategy.
- b. To fulfill one of the requirements of S.1 degree of English Education Department of Education and Teachers Training Faculty of State Islamic University of Sultan SyarifKasimRiau.
- c. Motivating students to improve their proficiency in reading comprehension, in order to give chance for students to be master of English.
- d. To enlarge the researcher's knowledge about the research especially the writer's insight scientifically in the topic of Reading Guides Strategy.

CHAPTER II

LITERATURE OF REVIEW

A. The Theoretical Framework

1. The Nature of Reading Comprehension

Reading is one of the four skills that must be master by every individual. According Cristin and Mary, reading is the individual activity to get information excellence and unless there are contextual constraints on the teaching situation, such as lack of electricity in the homes, there is no sense in wasting class time on actual reading.¹ Reading is a complex interaction between the text and the reader. Reading is more than merely referring to the activity of pronouncing the printed material or following each line of written page. It involves various and mixed activities. Reading is not to be a passive activity but reading is an active process in which readers relate information in the text to what they already know. Furthermore, Kolers in KarimSadeghi, reading is one of the most complex forms of information processing.²The ideas aboveare also expressed by Murni Jamal, et.al “reading is way of getting the meaning or the knowledge from the printed page such as textbooks, newspapers, magazines, and novels. Nowadays, the

¹Christina BrattJaulston and Mary Newton Bruder. *Teaching English as A Second Language Teaching and Procedures*. (Massachusetts, Inc: Winthrop Publishers). P.64

²KarimSadeghi. *The Key for Successful Reader-writer Interaction: Factors Affecting Reading Comprehension in L2 Revisited*. Vol. 4. 2007. p.1. (Retrieved on Sunday, February 20, 2011) at[www.asian-afl-journal.com/June 07zl.php](http://www.asian-afl-journal.com/June%2007zl.php)

scope of reading media enlarged not only to printed media but also by using Internet”.³

According to Michael F. Graves et.al, reading is process which the reader searches the meaning in what she read.⁴From the definition above, the writer conclude that reading is a process of grasping the meaning of the words or the writer’s idea about the topic. Furthermore, grasping here means comprehending. Comprehension or the ability to find the meaning of what has been read is dominant goal of reading.According to Debra L. Cook Hirai, comprehension refers to how struggling readers “make sense” of the written page in any content.⁵ In addition, Mark Sadoski said that comprehension understand something, getting its meaning.⁶ Furthermore, Durkin in Dorothy stated that reading comprehension has been called the essence of reading, essential not only to academic learning in all subject areas but to lifelong learning as well.⁷

Catherine Snow defines reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.⁸ She also mentioned that comprehension entails three elements, such as:

³ Murni Jamal, et.al, *Improving Reading Skill in English*. (Jakarta: Kencana, 2006) p.51

⁴Michael F. Graves. *Teaching Reading the 21 ST Century*. (USA :A Person Education Company 2001) p. 2

⁵Debra L. Cook Hirai, Irene Borego et al. *Academic Language/Literacy Strategies for Adolescents*. (New York: Routledge, 2010), p.76

⁶ Mark Sadoski. *Conceptual Foundations of Teaching Reading*. (New York London: The Guildford Press, 2004), p.67

⁷ Dorothy S. Strickland, Kathy Ganske, et al. *Supporting Struggling Readers and Writers*. (Monroe Portland, Maine: Stenhouse Publisher, 2006), p.114

⁸Catherine Snow and Chair. *Reading for Understanding toward an Research and Development Program in Reading Comprehension*. (Santa Monica, CA: RAND Reading Study Group, 2002), p.11

- a. The reader who is doing the comprehension.
- b. The text is to be comprehended.
- c. The activity in which comprehension is a part.

It is clear that reading comprehension is not only a process of knowing the meaning of words semantically, but also a process of catching the idea of the text whether it is stated or not. From the ideas above, it can be concluded that reading comprehension is the power to get an idea or meaning from a written text, understand it according to experiential background or prior knowledge and interpret it with the reader's need and purpose.

There are some factors that influence students' reading comprehension achievements; those are internal factors and external factors. It will be explained as follows:

a. Internal Factors

According to Kahayanto in Egi Fajruna El Mubarak⁹, the internal factor means the factor which comes from the reader himself, or usually known as personal factor. In addition, these factors can also be classified into intelligent (IQ), motivation, attitude, and the purpose of reading.

- 1) Intelligent; by the intelligence of the reader, while reading process, the reader will remember the content of the text, understand it, differentiate it, and analyze it.

⁹Egi Fajruna El Mubarak. *Effect of Pre- Question toward Reading Comprehension of the Second Year Students at Integrated Islamic Junior High School ArroyanAttaqwaPekanbaru*. (Unpublished, 2006), p.14-16

- 2) Motivation; it is needed by the reader, because if the reader does not have motivation in reading, the reader will not understand what is the text about.
- 3) Attitude; it refers to how is the reader's attitude towards the purpose of their reading.
- 4) The purpose of reading; the reader has to know what the purpose of reading is, and what the writer gets from reading process.

b. External Factors

External factors are the factors that come from the outside of the students. These factors are an environment, social economic, reading facilities, and reading habits. The external factor can be caused by two things, such as:

1) Reading Material

The students' achievement in reading depends on the level of the difficulty of the text. Thus, it can influence students' achievement if the text given is not at the right level of the difficulty of the readers or the students.

2) The Classroom Atmosphere

Classroom atmosphere means here the situation in the class surrounding. The arrangements of the furniture in the class, the educational poster, the clean class is some of the many factors that influence the good classroom atmosphere for a good teaching and learning process.

Grellet defines “reading comprehension involves understanding of words, seeing the relationship among words and concepts, organizing the ideas, recognizing the author’s purpose, making judgment in evaluation.”¹⁰ According to Anderson et al in Janette K. Klinger, reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency.¹¹ According to William Grabe in Jack C. Richard and Willy A. Renandya, read for comprehension is raising the reader awareness of main idea in the text and exploring the organization of the text.¹² According to Anderson et.al, reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency. According to William Grabe in Jack C. Richard and Willy A. Renandya read for comprehension is raising the reader awareness of main idea in the text and exploring the organization of the text.¹³

From the ideas above, writer agrees with Grellet’s idea that reading comprehension involves understanding of words, seeing the relationship among words and concepts, organizing the ideas, recognizing the author’s purpose, making judgment in evaluation. Reading is an important skill of English learning that should be developed by the foreign language learners.

¹⁰*ibid*

¹¹ Janette K.Klinger. *Teaching Reading Comprehension to Students with Learning Difficulties*. (London: Guildford press, 2007)p.2

¹² Jack c. Richards and Willy A Renandya, *Methodology in Language Teaching : An Anthology of Current Practice*. (Cambridge University Press,) p.277

¹³*Ibid* p. 277

Beside of lexical knowledge, grammatical, cultural meaning, connection between sentence, paragraph structure and the organization of word, the effective reading must have the strict purpose.

Based on the explanation above, in this study the writer is interested in reading guides strategy to build up students' motivation and interest, and want to see the effect of using reading guides strategy towards students' reading comprehension achievements. It is impossible for the students to understand the text if he or she has no interest and motivation to read. Therefore, it can be concluded that the good interest and motivation result in the good achievements of the students.

2. The Nature of Reading Guides Strategy

Reading guides are teacher's developed devices for helping students understand instructional reading material. Although reading guides, also called study guide, are sometimes useful in working with narratives, they are most often designed to help students understand expository material. These guides consist of questions and activities as they are related to the specific texts. Students respond to the questions or engage in the activities as they read the text. Reading guides provide a learning scaffold for students, while at the same time giving them control over their learning.

Well developed reading guides help achieve two purposes. First it aids students in building meaning with the text; second, it guides students' thought processes toward whatever the teacher or students has deemed as the goal for reading that particular text. This second purpose will determine

the type of reading guide you will use for a particular text. For example, let us say your fifth-grade health text includes a chapter on nutrition, and because you are concerned with your students' eating habits and their attitudes toward food, you particularly want them to read and comprehend the section entitled *How Much should You Eat?* You also know this particular group of youngsters tends to read either very laboriously or very rapidly. You want them to develop flexibility in reading rate, to learn to slow down to concentrate on the most salient information and to skip over or read quickly through less-important material.

This reading guide helps students develop flexibility in their reading rate while learning important information about how much they should eat. You can, of course, develop similar guides for other students as they read a variety of different texts.

This of course, is only one of many types of reading guides. One teacher provides students with questions that encourage them to make connections between themselves and the text similar to the reflection and application questions you find throughout this text. Another teacher frequently gives students a handout that lists the main headings of the selection they are reading and provides space for their notes following each heading.¹⁴

According to the journal Diane P. Armstrong, Judy Patberg, and Peter dewitz, they just do not understand what they read is a comment

¹⁴Michael F. Graves. *Teaching Reading the 21 ST Century*. (USA :A Person Education Company 2001,p.269

frequently overhead in faculty lounges. Considering the wide differences in reading ability in secondary classrooms (Burmeister, 1978), and the fact that textbook cover an increasingly wider and more complex set of concepts, this lament is not at all surprising. Our student's poor comprehension of written material and lack of content related reading strategies only reinforce what we already know – many of our students do not understand what they read and they do need our help. An examination of reading comprehension research, several strategies are designed to help teacher provide systematic guidance for their student while they read their textbooks and other material (Tierney and Cunningham, 1980). They could also be referred to as generative learning activities because they induce readers to interact with text in order to build references and associations from it (Linden and Withrock, 1981). In short, the attempt to influence how readers, process text in order to increase learning from reading.¹⁵

a. The Procedures of Teaching Reading through Reading Guides

Before using this strategy with student, create a classroom climate in which students are free to state their idea and share their thinking. This is especially necessary for students who are not risk-takers. And the next beginning the teacher chooses the text, make the questions that will be answered by the students related to the text, hands out the text and questions to the student, asks the student to learn about the text by answering the questions, discusses about the question by asking student

¹⁵<http://www.Journal of Reading> Retrieved on june 7,2011

to answer it or those questions. And the end of the lesson gives suggestion.¹⁶

b. Conventional Strategy of Teaching Reading Comprehension

- 1) The teacher presents a text to learners, asks them to read through it, nothing any difficult words.
- 2) Having read passage the teacher summarizes the passage and explains difficult words.
- 3) The students are then given questions to assess the amount of information gathered from the passage.

This conventional strategy of teaching reading focuses on the resulting knowledgeable behavior in the reader. Teaching reading comprehension as a process involves teaching the “text attack skills”. Learners must be taught how to read.

The writer considers that reading guides can help the students in developing reading comprehension. In reading guides, the students will be guided to read some questions, organize, or summarize the key ideas. Therefore, the students understand how to answer the questions and evaluate their task by themselves.

A. The Relevant Research

1. A Research from Debra Blaha

In order to ensure the advantages of leaning by assessing the effect of reading guide on reading fluency, the researcher has found out some of the

¹⁶HisyamZaini.,BermawiMuntheet. al. *Strategi Pembelajaran Aktif* (Jogjakarta: Institut Agama Islam Negeri Kalijaga. 2002) p. 8

relevant researches. Debra Blaha conducted a research about “Assessing the effect of reading guides on the fluency of four grade students”. This researcher examined the impact of reading guide on the fluency of fourth grade students. Students read leveled texts and then completed both individual and group activities. Book discussions and vocabulary lessons, as well as instruction in reading strategies and decoding skills occurred in small group meetings. This researcher examined student test scores, running records, miscue analyses, and anecdotal records to determine the effect of reading guide on reading fluency.

2. A Research from SteviFeldkamp

In order to ensure the advantages of learning by using the effect of reading guide on language development and acquisition in the early elementary level and at the secondary level in a foreign language classroom. The researcher has found out some of the relevant researchers. SteviFelkamp conducted a research about “The effect of reading guide on language development and acquisition in the early elementary level and at the secondary level in a foreign language classroom”. This research looks at the effects of reading guide on language development and acquisition in the early elementary level and at the secondary level in a foreign language classroom. For this study, first grade students as well as secondary Spanish I students participated in guided reading activities. In the first grade setting, results were expected to show an increase in fluency in reading and writing techniques as well as a development in literacy skills. In the secondary

Spanish I classroom, results were expected to show an increase in the understanding and usage of the Spanish language.

Based on the relevant research the writer conclude that reading guides is effectively in reading comprehension because reading guides can be used in a group of students. This research the writer focus on using reading guides strategy toward reading comprehension. In this research the writer found out the effect of using readingguides strategy towardreading comprehension.

B. The Operational Concept

Operational concept is a concept used to give explanation about theoretical framework in order to avoid misunderstanding and misinterpretation toward the research.Syafi'i says operational concepts are derived from related theoretical concepts on all of the variables that should be practically and empirically operated in an academic writing of a research paper.¹⁷

In order to clarify the theories used in this research, the research would like to explain briefly about variable of this research. This research is an experimental research in which focuses on gaining the effect of using reading guides strategy toward reading comprehension at the second year students of SMP N 1 Benai Kuantan Singingi Regency. Therefore, in analyzing the problems in this research, there are two variables used. The first is reading guide strategy which refers to the teacher's strategy in teaching reading. The second is students' reading comprehension. Reading strategy is an independent

¹⁷M. Syafi'i. (2007). *From Paragraph to a Research report: A writing of English for Academic Purpose*. Pekanbaru; LBSI

variable and students' reading comprehension is a dependent variable. To operate the investigation on the variable, the researcher worked based on the following indicators:

1. The indicators of reading guides strategy are as follows:
 - a. The teacher chooses the text.
 - b. The teacher makes the questions that will be answered by the students related to the text.
 - c. The teacher hands out the text and questions to the student.
 - d. The teacher asked the student to learn about the text by answering the questions.
 - e. The teacher together with the student discuss about the question by asking student to answer it or those questions.
 - f. And the end of the lesson gives suggestion.
2. The indicators of students' reading comprehension in reading subject are as follows:
 - a. The students are able to identify the reading topic.
 - b. The students are able to find the main idea in the text.
 - c. The students are able to figure out the meaning of the words, including unfamiliar vocabulary, from the context.
 - d. The students are able to identify references.
 - e. The students are able to identify details information.

C. The Assumption and Hypothesis

1. The Assumption

In this study, the writer assumes that the students who are taught by using reading guides strategy will have better reading comprehension achievement. Furthermore, the better implementation of reading guides in reading subject is the better students' reading comprehension will be.

2. The hypothesis

H_0 : There is no significant difference between students' reading comprehension taught by using reading guides strategy and the students who were taught by using conventional strategy.

H_a : There is a significant difference between the students' reading comprehension taught by using reading guides strategy and the students who were taught by using conventional strategy.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The type of the research is quasi-experimental research. According to DR. Sugiono, quasi-experimental design is a research design having some but not the entire characteristic of the true experiment.¹ The type of quasi-experimental design of this research is control group design. In this design, the researcher uses two classes as the sample; control group and experimental group. Those classes are not chosen randomly. Both groups take a pretest and posttest. Only the experimental group receives the treatment. According to Sukardi, the design of this research can be illustrated as follows:²

TABLE III. 1
Nonrandomized Control Group Pretest-Posttest Design

Group	Pretest	Treatment	Posttest
Experiment	Y ₁	X	Y ₂
Control	Y ₁	—	Y ₂

B. The Location and the Time of the Research

The research will be conducted at the second year students of SMP N 1 Benai at Benai District Kuantan Singingi.. Maximally, this research will be conducted on July to August 2011.

¹DR. Sugiono. *Metode Penelitian Administrasi*. (Bandung: CV. Alfabeta, 2002). P.54

²Prof. Sukardi, Ph. D. *Metodologi Penelitian Pendidikan: Kompetensi dan Praktiknya*(Jakarta: Bumi Aksara, 2010). p.186

C. The Subject and Object of the Research

1. The Subject of the research

The subject of the research was the second year students of SMP N 1 Benai.

2. The Object of the Research

The object of the research is the effect of using reading guides strategy towards students' reading comprehension.

D. The Population and Sample

The population of this research was all of the students at the second year students of SMPN 1 Benai, Pasar Benai since they are the object of this research. Total number of population was 92 students of four classes. I take two class for the sampling uses cluster sampling because the students were already formed into class. All members of selected classes had similar characteristics. Class A was taken to be an experimental class while the other one was taken to be a control class.

Table III.2
The Population and Sample of the Research

No	Class	Population	Sample
1	VIII A	23	Experiment class
2	VIII B	23	Control class
Total		46	46

Source: (Document of SMPN 1 Benai academic year 2010/2011)

From the table above, it is seen that the total number of population is 92. In addition, in taking sample of the population the researcher used cluster-sampling technique. She took only two classes from four classes as sample of the research. Furthermore, the sample of this research is 23 students.

E. The Technique of the Data Collection

To do this research, two classes of students at the second years of SMPN 1 Benai participated in the research. Both classes were administered a pretest at the beginning, different treatment in the middle and posttest at the end of the research. Therefore, the data had been collected by administering reading comprehension test to experimental and control class at the beginning and the end of the research. The instruments consisted of 20 reading comprehension questions. If the students answer all the items of the test correctly, his or her score is 100. The test item had been made based on the indicators of reading comprehension achievement as stated in operational concept.

1. Instrument

To check the validity and the reliability of the test, the researcher gave the students test materials that they never read them before.

a. Testing Validity

Validity is the degree to which a test measured what it is supposed to be measured. In this research, instrument validity includes content validity, construct validity, and item analysis. Content validity is the degree to which test measure an intended content area. It requires both items validity and sampling validity. Item validity is concerned with whether the test items are relevant to the intended content area and sampling validity is concerned with how well the test sample represents the total content area.

b. Test Reliability

Instrument reliability was analyzed by using Hoyt's formula. The following are the steps of Hoyt's formula analysis as suggested by Arikunto.³

Step 1

The sum of respondents' square:

$$JK (r) = \frac{\sum X_1^2}{k} - \frac{(\sum X_1)^2}{(k \times N)}$$

Where

JK (r) = the sum of respondent square

k = the sum of item

N = the sum of respondent

X₁ = total square of each respondent

Step 2

The sum of the item square:

$$JK (b) = \frac{\sum B^2}{N} - \frac{(\sum B_1)^2}{k \times N}$$

Where

JK (b) = the sum of item square

$\sum B^2$ = the sum of all correct item square

$(\sum B_t)^2$ = the square of total score

Step 3

³Suharsimi, Arikunto. 2006. *Prosedur Penelitian: Suatu Pendekatan Praktek*. Rineka Cipta : Jakarta. p.191

The sum of the total square :

$$JK(t) = \frac{(\sum B)(\sum S)}{(\sum B) + (\sum S)}$$

Where

JK (t)= the sum of total square

B = the sum of correct items

S = the sum of wrong items

Step 4.

The sum of the test square:

$$JK(s) = JK(t) - JK(r) - JK(b)$$

Step 5

Using F table to find out the respondent variance and the rest variance. It needs the formula of d.b. (degree of freedom).

d.b = the number of N of each variance. 1

$$\text{Variance} = \frac{\text{the sum of square}}{d.b}$$

$$d.b. \text{ total} = (k \times N) - 1$$

$$d.b. \text{ respondent} = N - 1$$

$$d.b \text{ items} = k - 1$$

$$d.b \text{ rest} = d.b. \text{ total} - d.b \text{ respondent} - d.b \text{ item}$$

Step 6

Using the hoyt's formula .

$$r_{11} = 1 - \frac{v_s}{v_r}$$

r_{11} = the reliability of the whole items

V_s = the variance of respondent

V_r = the variance of the test

c. Index Difficulty

Before the test items would be used to get the data, all of them had been tried out. This try out is intended to know the facility value of the test. The facility value itself is used to find out the level of difficulty, the standard facility value that is used was 0.30 and 0.70⁴. The item that could not fulfill the standard value is replaced. The facility value under 0.30 is considered difficult and above 0.70 is considered easy.

In order to measure whether the items are easy or difficult, the researcher used the formula that is suggested by Holton. The formula is as follows:

$$FN = \frac{R}{N}$$

Where :

FV = difficult level

R = the number of correct answer

N = the number of student

⁴J.B heaton.1975. *Writing English Language Test Foreign Language Teacher*, USA; New York. p.178

2. Treatment

Each class had different treatment; experimental class was treated by Reading Guides strategy and other was not. The treatment had been given for eight meetings.

a. The treatment of the experiment class

1) The teacher chooses the text.

Teacher mode how to predict by pointing out clues in the paragraph, the students makes a prediction about text.

2) The teacher makes the questions that will be answered by the students related to the text.

3) The teacher hands out the text and questions to the student.

4) The teacher asks the student to learn about the text by answering the questions.

5) The teacher together with the student discuss about the question by asking student to answer it or those questions.

6) And the end of the lesson gives suggestion.

b. Comprehension question- based of the control class.

Providing the students with short passages that are followed by reading comprehension questions and grammatical exercises.

1) Firstly, the teacher explains the genre of the text, which will be used in reading material of the lesson, and usually pre teaches any new vocabulary.

2) Next, the students are divided into the some groups. The teacher

instructs a member of a group to read aloud one paragraph of the text.

The teacher corrects the students' pronunciation mistakes.

- 3) The teacher chooses a member of a another group to read aloud the next paragraph of the text. This activity repeated until they read all paragraphs of the text.
- 4) The students translate the text. Then the students may use a dictionary to find the meaning of new vocabulary.
- 5) Next, the students are called on to answer the comprehension questions. Finally, the teacher leads a class discussion on the correct answers of the question from the text.

After giving treatments for eight meetings, at the end of meeting, the researcher gave posttest to both classes. Both experimental and control classes had the same reading materials in every lesson.

F. The Technique of Data Analysis

The technique of collecting data in this research was test. The type of the test was multiple choice tests which consist of 20 items. The data were analyzed by using SPSS 16.

Comprehension test was used to evaluate subject result given from teachers to students, and so forth. To apply this test, the writer divided the test into multiple choices.

In analyzing the data, the writer used scores of the pre-test and post test of the experimental and control group. These scores were analyzed by using

statistical analysis. The different mean was analyzed by using independent sample T-test SPSS.

The following formula was T-table. It was employed to see a significant difference between the mean score of both experimental and control class. The T-obtained value was consulted with the value of t-Table as degree of freedom.

Statistically hypothesis:

$$H_o = t_o < t_{table}$$

$$H_a = t_o > t_{table}$$

Criteria of hypothesis:

1. H_o is an accepted if $t_o < t_{table}$. It can be said that there is no significant difference in reading comprehension between the students taught by using strategy.
2. H_a is accepted if $t_o > t_{table}$. It can be said that there is significant difference in reading comprehension between the students taught by using strategy.

G. The Technique of Data Analysis by SPSS 16.0

The following steps how to analyze data based on SPSS 16.0 for windows statistical software are:

1. Open the students test file
2. From the menu of SPSS, click *analyzed* and then click sub menu *descriptive statistics*, and *click frequencies*.
3. From the menu click your variables, and press the narrow button
4. From the analysis setting, click statistics that will show frequencies

CHAPTER IV

THE DATA PERSENTATION AND THE DATA ANALYSIS

A. The Description of the Data

The purpose of the research is to obtain the students' reading comprehension taught by using reading guides strategy and students reading comprehension taught by using conventional strategy, and to know the significant difference between students' reading comprehension taught by using reading guides strategy and students reading comprehension taught by using conventional strategy. The data were obtained from the students post test score of experimental and control class. Before taking the data from the sample, the writer tried one of the second classes in order to prove whether the test was reliable or not reliable. The result found in the try out was 0,259 It means that the test is sufficient reliable. The writer gave pre test and post test to VIII A and VIII B. The writer asked the students to answer some questions based on the text given: the text was a recount text. Based on result of pre-test, it was found that VIII A as experimental class and VIII B as control class for eight meetings.

After giving treatments to experimental class, the writer used the same format of question but in different text of recount to test student' reading comprehension for the post-test of experimental class, which are taught without using treatments, the writer used the same format of question and the different text of recount for their post-test also. The result of reading test was evaluated by concerning five components, such as:

1. Student are able to identify various meaning based on the context in the recount text.
2. Students are able to identify main in the recount text.
3. Students are able to identify communicative purpose in the recount text.
4. Students are able to identify generic structure in the recount text.
5. Students are able to identify language features in the recount text.

The total of pre-text and post-test in both classes were significantly different. The total score of the experimental class was 2455, while the highest score was 80 and the lowest was 20. The total score of control group was 2185 while the highest was 70 and the lowest was 44. To support data, the writer used classroom observation. For answer “Yes” was 81.25%, and for answer “No” was 18.75%.

B. The Data Presentation

The data of this research were gotten from the score of student’ pre test and post-test. All of data were collected trough the following procedures:

1. In both classes (experimental and control group), student were asked to answer the questions based on the recount text given.
2. The format of the test was multiple choices.
3. The writer together with the observer gave a score of the students’ reading comprehension that was collected from their score of pre-test and post-test.

There were two data of students’ reading comprehension served by the writer. They were: the data of students reading comprehension taught by using reading guides strategy and the data of the student’ reading

comprehension taught by using conventional strategy, and they are as follows:

1. The Data Presentation of Reading Guides (variable X)

In this research, the writer used the observation to support the writer's research in collecting the data. The observation was done by the writer and also taught the students directly. While the English teacher always observed the writer in the classroom for eight meetings. The treatment was given about eight meetings to the experimental class.

At the first meeting introduced the Reading Guide's strategy to the student, it was done to let them know that reading guides is an easy strategy for reading comprehension. At the second meeting, the writer guided the students followed each steps of the strategy by discussed an example of the recount text. The discussions about reading guides strategy were always implemented in every meeting, but there were some of the students still get difficulties about the implementation and the procedure of the reading guides strategy, while some of them were still confused and were not really understood about what each meeting of each acronym would be. It was happened at the first meeting until the third meeting, but at the next meeting until the end most of them understood and could memorize the steps of the reading guides strategy. Finally, they mastered it and their performance in discussing the variety of the recount text increased positively. It was proofed by their score in the test. So, it can be conclude that using reading guides strategy is really helpful towards the students and also the teacher in the process of teaching and learning English, especially in reading

comprehension. It means that using reading guides strategy had a positive effect towards students reading comprehension at the second year of SMP N 1 Benai.

To obtain how to use reading guides strategy in increasing students' reading comprehension, the writer took data from classroom observation. It will be described in the tables that present frequency distribution of each observation. To make data clearer, it can be In table below:

Table IV.I
Observation Percentage Recapitulation of Using Reading Guides Strategy in the Classroom

No	Indicator of using reading guides strategy	Alternative answers	
		Yes	No
1	Researcher divides student into six groups.	8	8
2	Researcher hands out a recount text to each group	8	0
3	Researcher Students relating the topic with their own background knowledge and experience with someone question. For example: <ul style="list-style-type: none"> What do you already known about this topic? What experiences do you have with...? 	8	0
4	Researcher chooses the text.	6	2
5	Researcher makes the questions that will be answered by the students related to the text.	7	1
6	Researcher hand out the text and questions to the student.	3	5
7	Researcher asked the student to learn about the text by answering the question.	7	1
8	Researcher together with the student discuss about the question by asking student to answer it or those question.	8	0
9	Researcher asks the students to correct inaccurate information in their outline.	7	1
10	Finally, researcher assesses student' work and disscuss together, and of the lesson gives suggestion.	3	5
	Total	65	15
	Percentage	81,25%	18,75%

The writer used the following formula to get the percentage of the observation:

$$P = \frac{F}{N} \times 100\%$$

Where: P : Percentage

F : Frequency of the score

N : Number of Case¹

$$\frac{65}{80} \times 100\% = 81,25\%$$

$$\frac{15}{80} \times 100\% = 18,75\%$$

2. The Data Presentation of Students Reading Comprehension(Variable Y)

a. Students' Reading Comprehension Taught by Using Reading Guides Strategy.

The data of students' reading comprehension taught by using reading guides strategy were gotten from pre-test and post-test of VIII A as an experimental class taken from the sample of this class taken from the sample of this class (23 student). The writer taught directly, and the English teacher observed the writer for eight meeting in the experimental class. The data can be seen from the table below:

¹SujionoAnas, Pengantar Statistik Pendidikan (Jakarta: PT. Raja GrafindoPersada, 2007), p.43

Table IV.2
The Score of the Students' Reading Comprehension Taught by Using
Reading Guides Strategy

Students	EXPERIMENTAL CLASS	
	PRE-TEST	POST-TEST
Student 1	45	65
Student 2	55	75
Student 3	60	80
Student 4	60	80
Student 5	35	60
Student 6	25	55
Student 7	25	50
Student 8	55	75
Student 9	20	60
Student 10	45	70
Student 11	30	60
Student 12	25	55
Student 13	35	60
Student 14	35	50
Student 15	45	70
Student 16	50	75
Student 17	50	65
Student 18	30	55
Student 19	45	70
Student 20	35	60
Student 21	50	75
Student 22	20	50
Student 23	35	60
TOTAL	910	1545

From the table IV.1, the writer found that the total score of pre test in experimental group was 910 while the highest was 60 and the lowest was 20 and the total score of post test in experimental group was 1545, while the highest was 80 and the lowest 50. It means that the students have significant increasing of their reading comprehension, it proved by the total score and the score of frequency from pre test and post test which is significantly different, and it can be seen as below:

Table IV. 3
The Frequency Score of Pre Test and Post Test of
Experimental Group

Valid of pre test	Frequency of pre-test	Valid of post test	Frequency of post-test
20	2	50	3
25	3	55	3
30	2	60	5
35	5	65	2
40	0	70	3
45	4	75	4
50	3	80	2
55	1	85	0
60	2	90	0
Total	N=23	Total	N=23

Besides, the mean and standard deviation were also needed in analyzing data which was gotten from the score of pre-test and post-test. In determining the mean and standard deviation. The writer used software SPSS 16 to calculate it. The mean and standard deviation of pre-test and post-test test are as in the following table:

Table IV.5
The Mean and Standard Deviation of Pre-Test and Post-Test of
Experimental Group

	Mean	Std.Dev
Pre-test	39.56	2.609
Post-test	64.13	2.004

From the table above, the distance between mean (M_x) and standard deviation is (δ) too far. In other words, the score obtain are normal.

b. Students' Reading Comprehension Taught by Using Conventional Strategy

The data of students' reading comprehension taught by using conventional strategy were also taken from pre-test and post-test of VIII

A as control class taken from the sample of this class (23 student). The data can be seen from the table below:

Table IV.6
The Score the Students' Reading Comprehension Taught by Using
Conventional Strategy

Students	CONTROL CLASS	
	PRE-TEST	POST-TEST
Student 1	35	40
Student 2	45	55
Student 3	55	60
Student 4	50	55
Student 5	25	40
Student 6	20	30
Student 7	15	25
Student 8	40	50
Student 9	20	30
Student 10	45	50
Student 11	55	60
Student 12	50	65
Student 13	50	55
Student 14	55	70
Student 15	45	50
Student 16	60	65
Student 17	55	60
Student 18	50	55
Student 19	45	55
Student 20	20	35
Student 21	25	40
Student 22	30	40
Student 23	35	50
TOTAL	925	1260

From the table VI.4, The writer found that the total score of pre-test in control group was 925, while the highest 60 and the lowest was 15, and the total score of post-test in control group was 1260 while the highest 70 and lowest was 25.

It mean that the students have little increasing of their reading comprehension, and it is not as experimental class. Besides, the mean of pre test and post test of control group and experimental group also have a

big different. The frequency score and the mean of pre test and post test of control group can be seen as below:

Table IV. 7
The Frequency Score of Pre Test and Post Test of Control Group

Valid of pre test	Frequency of pre test	Valid of post test	Frequency of post test
15	1	25	1
20	3	30	2
25	2	35	1
30	1	40	4
35	2	45	0
40	1	50	4
45	4	55	5
50	4	60	3
55	3	65	2
60	1	70	1
Total	N=23		N= 23

Table IV.8
The Mean and Standard Deviation of Pre-Test And Post-Test of Control Group

	Mean	Std. Dev
Pre test	40.21	2.889
Post test	49.34	2.559

From the table above, the distance between mean (M_x) and standard Deviation is (δ) too far. In other words, the scores obtain are normal.

3. The data Presentation of the Difference between Students' Reading Comprehension Taught by Using Reading Guides Strategy and Students' Reading Comprehension Taught by Using Conventional Strategy.

The following table is the description of pre-test and post-test of experimental class and control class.

Table IV.9
Students' Pre-test and post test of Experimental and Control Class

No	Student	Experiment Class			Control Class		
		Pre-Test	Post-Test	Gain	Pre-Test	Post-Test	Gain
1	Student 1	45	65	20	35	40	15
2	Student 2	55	75	20	45	55	20
3	Student 3	60	80	20	55	60	15
4	Student 4	60	80	20	50	55	5
5	Student 5	35	60	25	25	40	15
6	Student 6	25	55	30	20	30	10
7	Student 7	25	50	25	15	25	10
8	Student 8	55	75	20	40	50	10
9	Student 9	20	60	40	20	30	10
10	Student 10	45	70	25	45	50	5
11	Student 11	30	60	30	55	60	5
12	Student 12	25	55	30	50	65	15
13	Student 13	35	60	25	50	55	5
14	Student 14	35	50	15	55	70	15
15	Student 15	45	70	25	45	50	5
16	Student 16	50	75	25	60	65	5
17	Student 17	50	65	15	55	60	5
18	Student 18	30	55	25	50	55	5
19	Student 19	45	70	35	45	55	10
20	Student 20	35	60	25	20	35	15
21	Student 21	50	75	25	25	40	15
22	Student 22	20	50	30	30	40	10
23	Student 23	35	60	25	35	50	15

From the table above, it can be seen that there is actually significant difference between pre test and post test in experiment class in pre test and post test in control class. It is also can be seen from the

difference of the gain in the experimental class and control class. To make it clear, it will be analyzed in the data analysis below.

B. The Data Analysis

1. The Data Analysis of Using Reading Guides Strategy (variable X)

The data analysis of using reading guides strategy was based on the percentage of the observation list. The writer had fully implemented the reading guides strategy to the second year students of SMP N 1 Benai. It can be seen from the total percentage of using reading guides strategy (81, 25%).

2. The Data Analysis of Students' Reading Comprehension (VariableY)

a. Students' Reading Comprehension Taught by Using Reading Guides Strategy

The following table is the description of the data of students' pre test and post test scores of experimental class. It was obtained from the result of their reading comprehension. The data can be described as follows:

Table IV. 10
Students' Pre Test and Post Test Scores of Experimental Class

Valid of Pre-Test	Frequency of Pre-Test	Standard Graduated	Valid of Post-Test	Frequency of Post-test	Standard Graduated
20	2	No Pass	50	3	No Pass
25	3	No Pass	55	3	No Pass
30	2	No Pass	60	5	Pass
35	5	No Pass	65	2	Pass
40	0	No Pass	70	3	Pass
45	4	No Pass	75	4	Pass
50	3	No Pass	80	2	Pass
55	1	No Pass	85	0	-
60	2	Pass	90	0	-
Total	23			23	

Based on the data obtained in the pre test of experimental class there were 21 students did not pass the graduated standard (SKL) or the score obtained < 60 , while there were 2 students passed the graduated standard (SKL) or the score obtained ≥ 60 . The percentage of students who did not pass the graduated standard is a follows:

$$= \frac{21}{23} \times 100\%$$

$$= 91,30\%$$

The percentage of students who passed the graduated is as follows:

$$= \frac{2}{23} \times 100\%$$

$$= 8,69\%$$

Besides, it can also be seen that the total frequency is 23 and the total scores is 910 so that Mean (M_x) and standard deviation (δ) can be obtained by using SPSS as follows.

Table IV. 11
Mean and Standard Deviation of Students' Pre-Experiment Score

Mean	39.56
Standard Deviation	2.609

From the table above, the distance between mean (M_x) and Standard Deviation (δ) is too far. In other word, the scores obtained are normal.

In the post-test of experimental class there were 6 students who did not pass the graduated standard (SKL) or the score obtained < 60 , while there were 17 who students passed the graduated standard (SKL) or the score obtained ≥ 60 . The percentage of students who did not pass the graduated standard is as follows:

$$= \frac{6}{23} \times 100\%$$

$$= 26.08\%$$

The percentage of students who pass the graduated standard as follows:

$$= \frac{17}{23} \times 100\%$$

$$= 73.91\%$$

Besides, it can also be seen that the total frequency is 23 and the total scores is 1545 so that Mean (M_x) and Standard Deviation (δ) can be obtained by using SPSS as follows.

Table IV. 12
Mean and Standard Deviation of Students' Post-Experiment Score

Mean	64.13
Standard Deviation	2.004

From the table above, the distance between Mean (M_x) and Standard Deviation (δ) is too far. In other words, the scores obtained are normal.

b. Students' Reading Comprehension Taught by Using Conventional Strategy

The following table is the description of the data of students' pre-test and posttest scores of Control class. It was obtained from the result of their Reading comprehension. The data can be described as follows:

Table IV. 13
Students' Pre-Test and Post-Test Scores of Control Class

Valid of Pre-Test	Frequency of Pre-Test	Standard Graduated	Valid of Post-Test	Frequency of Post-test	Standard Graduated
15	1	No Pass	25	1	No Pass
20	3	No Pass	30	2	No Pass
25	2	No Pass	35	1	No Pass
30	1	No Pass	40	4	No Pass
35	2	No Pass	45	0	No Pass
40	1	No Pass	50	4	No Pass
45	4	No Pass	55	5	No Pass
50	4	No Pass	60	3	Pass
55	3	No Pass	65	2	Pass
60	1	Pass	70	1	Pass
Total	23			23	

Based on the data obtained in the pre-test of control class, there were 22 students did not pass the graduated standard (SKL) or the score obtained < 60 while there were 1 students passed the graduated standard (SKL) or the score obtained ≥ 60 . The percentage of students who did not pass the graduated standard is as follows:

$$= \frac{21}{23} \times 100\%$$

$$= 91.30 \%$$

The percentage of students who passed the graduated standard is as follows:

$$= \frac{1}{23} \times 100\%$$

$$= 4.347\%$$

Besides, it can also be seen that the total frequency is 23 and the total scores is 925, so that Mean (M_x) and Standard Deviation (δ) can be obtained by using SPSS as follows.

Table IV. 14
Mean and Standard Deviation of Students' Pre-Control Scores

Mean	40.21
Standard Deviation	2.889

From the table above, the distance between mean (M_x) and Standard Deviation (δ) is too far. In other words, the scores obtained are normal.

In the post-test of control class, there were 17 students who did not pass the graduated standard (SKL) or the score obtained < 60 , while there were 5 students who passed the graduated standard (SKL), or the score obtained ≥ 60 . The percentage of students who did not pass the graduated standard as follows:

$$= \frac{17}{23} \times 100\%$$

$$= 73.91\%$$

The percentage of students who passed the graduated standard is as follows:

$$= \frac{5}{23} \times 100\%$$

$$= 21.73\%$$

Besides, it can also be seen that the total frequency is 23 and the total scores is 1260 so that Mean (M_x) and Standard Deviation (δ) can be obtained by using SPSS as follows.

Table IV. 15
Mean and Standard Deviation of Students' Post-Control Scores

Mean	49.34
Standard Deviation	2.559

From the table above, the distance between mean (M_x) and Standard Deviation (δ) is too far. In other words, the scores obtained are normal.

c. The Students' Classifications Score of the Students Taught by Using Reading Guides Strategy and Conventional Strategy

To know how the students' reading comprehension taught by using reading guides strategy and taught by using conventional strategy are, the writer only took the post-test score of each class because the post-test was given after treatment.

Table IV. 16
Mean and Median of Post-Test in Experimental Class and Control Class

	Mean	Median
Experimental Class (Post-Test)	64.13	66.00
Control Class (Post-Test)	49.34	49.00

From the table above seen that the mean of post-experiment is (64.13) and the mean of post-control is (49.34).

3. Data Analysis of the Effect of Using Reading Guides Strategy toward Students' Reading Comprehension

Table IV.17
Students' Reading Comprehension Score

No	Students	Experiment Class		Control Class	
		Pre-Test	Post-Test	Pre-Test	Post-Test
1	Student 1	45	65	35	40
2	Student 2	55	75	45	55
3	Student 3	60	80	55	60
4	Student 4	60	80	50	55
5	Student 5	35	60	25	40
6	Student 6	25	55	20	30
7	Student 7	25	50	15	25
8	Student 8	55	75	40	50
9	Student 9	20	60	20	30
10	Student 10	45	70	45	50
11	Student 11	30	60	55	60
12	Student 12	25	55	50	65
13	Student 13	35	60	50	55
14	Student 14	35	50	55	70
15	Student 15	45	70	45	50
16	Student 16	50	75	60	65
17	Student 17	50	65	55	60
18	Student 18	30	55	50	55
19	Student 19	45	70	45	55
20	Student 20	35	60	20	35
21	Student 21	50	75	25	40
22	Student 22	20	50	30	40
23	Student 23	35	60	35	50

The data were obtained through the score of post-test of experimental group and control group. To analyze the data, the writer used t-test formula by using software SPSS 16.

Table IV.18
Group Statistics

x	N	Mean	Std. Deviation	Std. Error Mean
Y 1	23	64.13	9.612	2.004
2	23	49.35	12.276	2.560

Table IV.19

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Y	Equal variances assumed	1.042	.313	4.547	44	.000	14.783	3.251	8.231	21.335
	Equal variances not assumed			4.547	41.607	.000	14.783	3.251	8.220	21.345

From the table above, it can be seen that t_o is 4.547 and df is 44.

The t_o obtained is compared to t table either at 5% or 1%. At level 5%, t table is 2.00 and at level 1%, t table is 2.65. Based on t table, it can be analyzed that t_o is higher than t table either at level 5 % or 1%. In other words, we can read $2.00 < 4.547 > 2.65$. So that, the writer can conclude that H_o is rejected and H_a is accepted. It means that there is a significant effect of using reading guides strategy towards students' reading comprehension at the second year of SMP N 1 Benai.

The experiment showed that the mean scores of both group were different. The mean score of result posttest in experimental group was 64.13 and control group was 49.35. It can be stated that using Synthesizing strategy had effect positively toward increasing students' reading comprehension. It is proved by the different score in experimental group and control group was 17.13. So, using reading guides strategy could increase students' reading comprehension.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the data analysis explained at the chapter IV, finally, the research about the effect of using reading guides strategy toward reading comprehension at the second year students of SMP N 1 Benai comes to the conclusion as follows:

1. Mean of students' reading comprehension taught by using reading guides strategy is 64.13. The students who pass the graduated standard (SKL) are 17 (73.91%).
2. Mean of students' reading comprehension taught by using conventional strategy is 49.34. The students who pass the graduated standard (SKL) are 5 (21.73%).
3. From analysis of t-test formula. It can be conclude that t_o is 4.547, It is higher than t -table either at level 5% = 2.00 or 1% = 2.65. It can be conclude that H_o is rejected and H_a is accepted. It means that there is a significant difference between students' reading comprehension taught by using reading guides strategy and students' reading comprehension taught by using conventional strategy. It shows that using reading guides strategy has positive effect toward students' reading comprehension.

B. Suggestion

Considering the effectiveness of using reading guides strategy toward students' reading comprehension, the writer would like to give some suggestions as follows:

1. Suggestions for the Teacher:

- a. It is recommended to the teachers to use reading guides strategy in teaching and learning process.
- b. It is hoped that the teacher teaches the reading comprehension from the easiest to the most difficult one.
- c. The teacher should build a favorable atmosphere at times of teaching-learning process conducted because the conducive condition in teaching can be concluded that would become one asset to carry the success of material to be taught.

2. Suggestion for the Students:

- a. The students should try to understand using reading guides strategy in reading text.
- b. The students should pay more attention to the lesson that has explained by the teacher.
- c. The students must be creative to select kinds of reading text in order to comprehend the text more and in order to diminish boredom in learning English especially in reading subject.

Finally, the writer considers that this study still needs validation from the next researcher who has the same topic with this study.

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